

Compliance Standards & Indicators

Document G-9

ELIGIBILITY CRITERIA: Specific Learning Disabilities

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in <i>Missouri State Plan for Special Education</i> , Section III. Additional requirements related to the evaluation report for specific learning disability found in Document B, Indicators 103400 –103700.		
100000 (100010-100070) Basic psychological processing deficits identified in one (1) or more areas:	<p>A comprehensive evaluation report is present and documents:</p> <ul style="list-style-type: none"> • A specific learning disability in one (1) or more of the following academic areas: <ul style="list-style-type: none"> ▪ Basic reading skill ▪ Reading comprehension ▪ Written expression ▪ Math calculation ▪ Math reasoning ▪ Listening comprehension ▪ Oral expression 	Evaluation report
100100 Behavioral characteristics identified in deficit area(s) of basic psychological processing:	<ul style="list-style-type: none"> • Behavioral characteristics are identified within each deficit area of basic psychological processing. For example: “Behavioral characteristics exhibited by (child’s name) in the area of basic reading skills are: does not recognize letters when names are provided, cannot provide letter names upon request, demonstrates difficulty with left to right sequencing....” 	Evaluation report
100200 Impact of each basic psychological processing deficit is considered:	<ul style="list-style-type: none"> • When addressing the impact of each basic psychological processing deficit area on academics and school functioning, the frequency, duration, and intensity of the behaviors as they compare to peers is considered. 	Evaluation report

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100300 (100310-100330) Behavioral characteristics identified:	<p>The evaluation report documents that one (1) or more of the following procedures are used to assess behavioral characteristics within each deficit area:</p> <ul style="list-style-type: none"> Behavioral observation. The evaluation report includes: <ul style="list-style-type: none"> Academic area(s) observed. Results. Structured clinical task. The evaluation report includes: <ul style="list-style-type: none"> Description of clinical task (e.g., writing sample, informal reading inventory, checklists, rating scales, interviews, diagnostic teaching, etc.) Results. Other methods of evaluation as they relate to area(s) of deficit. The evaluation report includes: <ul style="list-style-type: none"> Description of method used. Results. 	Evaluation report
100400 (100410-100440) Observation of academic performance:	<p>The evaluation report documents the child's academic performance as observed by at least one team member other than the child's regular teacher. The evaluation report includes:</p> <ul style="list-style-type: none"> Name and role of observer. Location(s) of observation(s): <ul style="list-style-type: none"> In the regular classroom during instruction in area(s) of suspected disability If child is less than school age or out of school, the observation occurred in an appropriate environment (i.e., where child normally spends her/his daytime hours, home, child care, Head Start). The child's relevant behavior and academic performance during instruction related to the area(s) of suspected disability. Relationship of behavior and performance to the child's academic functioning. 	Evaluation report

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100500 (100510-100530) Severe discrepancy between achievement and ability:	<ul style="list-style-type: none"> A severe discrepancy between the child's cognitive performance and achievement is present as indicated by 1.5 standard deviations between the child's cognitive score and academic achievement. <p>The evaluation report documents:</p> <ul style="list-style-type: none"> The child's cognitive performance. <ul style="list-style-type: none"> Name of cognitive measure used. Mean and standard deviation. Full-scale score obtained. The child's academic achievement. <ul style="list-style-type: none"> Name of achievement measure used. <p>Standard scores using grade level norms obtained in each identified area.</p>	Evaluation report
OR		
100600 Professional judgment:	<ul style="list-style-type: none"> Sufficient data is present in the evaluation report to document that a severe discrepancy exists in one (1) or more specific area(s) even though a 1.5 standard deviation between cognitive and achievement is not met. 	Evaluation report
100700 Medical findings:	<ul style="list-style-type: none"> The evaluation report documents the existence of educationally relevant medical findings, if applicable. 	Evaluation report
100800 (100810-100830) Learning disabilities not primarily the result of specific factors:	<ul style="list-style-type: none"> Based on the results of the comprehensive education evaluation, the evaluation report documents the team's conclusion that the child's learning disability is not Primarily the result of: <ul style="list-style-type: none"> Visual, hearing, or motor deficits. Mental retardation. Emotional disturbance. Environmental, cultural, or economic disadvantage. 	Evaluation report

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100900 (100910) Evaluation report reflects each professional team member's conclusion:	<ul style="list-style-type: none">• The evaluation report contains the signatures of each district professional team member and indicates her/his agreement or disagreement with the report.• If the report reflects a district professional team member's disagreement with the report's conclusion, a separate statement presenting her/his conclusions must be present. <p>NOTE: This requirement is not applicable for the parents of the child or their representative(s).</p>	Evaluation report